

CAMPASPE NETWORK

READING INTERVENTION



AN ACTION RESEARCH PROJECT

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PART A: INTRODUCTION



DEFINITION

'Reading Intervention' is the process of, or system for, providing support for students who are either 0.5 VELs (1 year) above or below expected levels in reading.

Students have been carefully selected to participate in reading intervention through thorough assessment procedures. Teachers worked with students, individually or in small groups, either in or outside of the classroom, on a regular basis. Careful monitoring and planning took place regularly to ensure explicit teaching was personalised and precise for each student.

The underpinning belief behind reading intervention is 'that every student can achieve'. The intention of reading intervention is to ensure that every student has the opportunity to reach their potential.

INTENTION

The intention is to examine and document evidence of reading intervention approaches in the Campaspe Network (P-10).

The documentation will be centered on specific approaches, which include the identification of student needs, a detailed description of intervention, a summary of success and future recommendations for the student.

We will then summarise student results and compare successful strategies against the latest recommendations from international research. Recommendations will follow. It is important to note that this document will be by no means a recipe for successful implementation of reading intervention. It is a summary of research undertaken about the types of reading intervention programs that are prevalent in our schools.

BACKGROUND

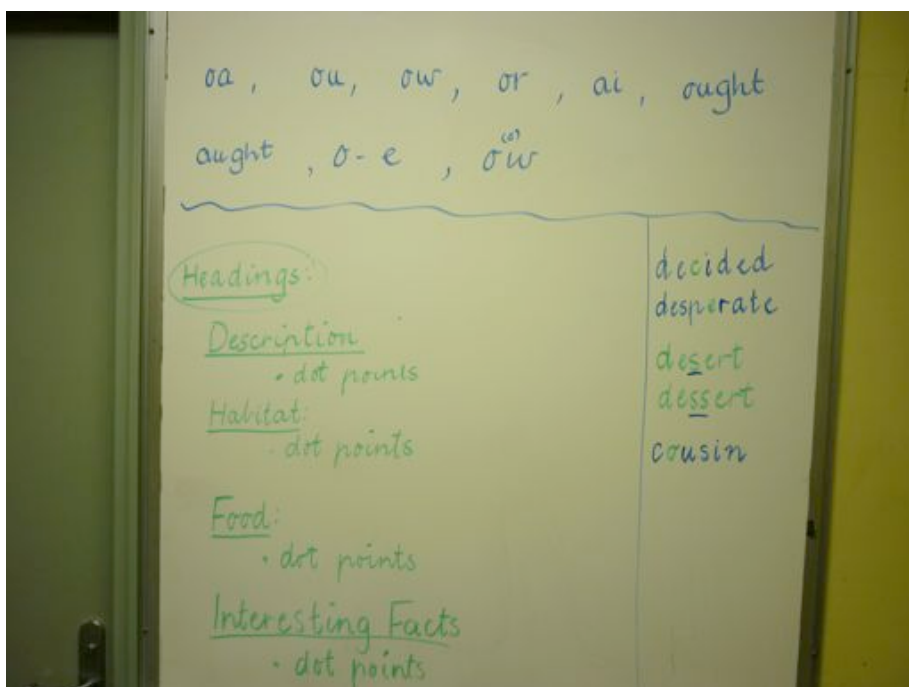
There is a lack of research and documentation around reading intervention programs in the Campaspe Network. In response to this and current network reading data, a small research team of literacy coordinators across primary and secondary schools was formed. The intention of this team was to examine and document evidence of reading intervention approaches in the Campaspe Network (P-10).

Each member of the team was responsible for identifying 2-3 individual students who were deemed 'at risk' (0.5 above or below expected level). Teachers worked with these students individually or in small groups either in or outside of the classroom.

The research project began in August 2009 however much of the individual student data was documented from the beginning of the year. The team worked together regularly to discuss student progress and share professional readings and good practice.

The team accessed current scientific research such as Richard Allington, Di Snowball, Clearinghouse and The Florida Centre for Reading Research. This research informed ongoing intervention approaches in the project.

Recommendations on the current intervention programs as a result of this short-term study have been developed, however long-term recommendations and further study should be completed due to the many issues that have been highlighted.



SUMMARY OF MOST RECENT RESEARCH

To catch up with achieving peers, most struggling readers need to double or triple their rate of acquisition. Few get enough expert instruction to do this. Currently remedial programs add about 2 months growth per year (Richard L. Allington 2009).

Why struggling readers continue to struggle

In classrooms, instruction is generally targeted at the average achieving student in the year level. However, through NAPLAN and other data, it is evident that each classroom is made up of students operating at various levels. Struggling students get far less appropriate instruction most of the day. In many cases, instruction is at frustration levels according to The Zone of Proximal Development (Vygotsky). Struggling readers need appropriate instruction all day long.

When all students receive roughly the same amount of reading instruction of the same intensity and quality, we see reading achievement that looks like the normal curve. If we offer differential lessons so that students who are behind get more and better reading lessons, we achieve a distribution of reading achievement heavily weighted past the 50 percentile. Struggling readers need more intensive reading lessons and more teacher-directed lessons specifically targeted to their needs. Research indicates able students who work independently with less teacher time, achieve at the same level with no negative impacts in this situation.

Struggling students will not catch up to class level without additional intervention.

Four-tiered differentiated model

Experts say response to intervention should have several levels of intensity with instruction provided based on student individual needs.

An example of this, derived from Allington and The Florida Centre for Reading Research, follows:

Advanced - targeted teaching based on extension and independence

Benchmark – universal class program - targeted at need – small groups in classroom

Strategic - targeted small group interventions – groups of 2 or 3 students – high efficiency, rapid response

Intensive – intense, individualised intervention– individuals, assessment-based, longer duration

Matching reader and text level (derived from Allington, Snowball, Clay)

Students should not be reading texts independently with less than 96%- 99% accuracy. There is a need for high success reading. It is a critical factor in accelerating development. A 5% error rate in an adult novel produces 20 words on a page that can't be read.

In engaged, high success reading, students use cognitive skills and strategies constantly. Students also build reading stamina (ability to read longer for extended periods of time), which is developmental. Many struggling readers are like sprinters; they can only read short passages.

In most interventions, struggling readers spend less than 10 minutes actually reading.

Reading volume

A key factor in accelerating achievement is to dramatically increase reading volume. Ensuring access to interesting and sufficient texts in a classroom has four times the effect on reading outcomes than intensive class instruction in phonics(Allington 2009).

Intervention size

Research indicates that an intervention group should have no more than three students of similar need and level.

There is a need for meaning-emphasis lessons, the development of longer and higher order thinking and the text to be interesting to students.

What does intervention out of the classroom look like?

Struggling students need a second daily reading lesson outside the class literacy session. If it is within the class reading program, it adds no additional reading time to their school day. We need to double or triple the student's rate of reading acquisition. Intervention within the reading block only adds about 2 months increase.

When entering intervention many students are identified with a 1 or 2 year deficit. Reading Recovery is one of the only intervention programs that has proven success in accelerating reading development.

Research indicates the remedial programs taken by para-professionals do little to improve reading achievement. Expert teachers are said to make the greatest difference.

PART B: CASE STUDIES



*CASE STUDIES OF 10 STUDENTS
WHO WERE INVOLVED IN
DIFFERENT READING
INTERVENTION PROGRAMS IN
THE CAMPASPE NETWORK IN
2009*

STUDENT: James	AGE: 6	YEAR LEVEL: Prep												
NATIONALITY: Australian	GENDER: Male	ATTENDANCE: Missed most of term 1												
CURRENT SCHOOL CONTEXT Setting: A semi-rural P-6 setting Number of students: 500+ students Classroom: Level 1														
PREVIOUS INTERVENTION None														
CURRENT CLASSROOM PROGRAM Prep Learning Studio (3 classrooms) Play based curriculum most mornings 9.5hrs structured literacy instruction after recess Targeted Teaching daily 3 Guided Reading sessions per week														
STUDENT ASSESSMENT DATA <table border="1" data-bbox="450 835 1117 1057"> <thead> <tr> <th colspan="2">Reading Levels</th> </tr> </thead> <tbody> <tr> <td>Feb</td> <td>< Level 1</td> </tr> <tr> <td>July</td> <td>< Level 1</td> </tr> <tr> <td>Aug</td> <td>Level 1 (instructional)</td> </tr> <tr> <td>Sept</td> <td>Level 2 (instructional)</td> </tr> <tr> <td>Nov</td> <td>Level 5 (instructional)</td> </tr> </tbody> </table>			Reading Levels		Feb	< Level 1	July	< Level 1	Aug	Level 1 (instructional)	Sept	Level 2 (instructional)	Nov	Level 5 (instructional)
Reading Levels														
Feb	< Level 1													
July	< Level 1													
Aug	Level 1 (instructional)													
Sept	Level 2 (instructional)													
Nov	Level 5 (instructional)													
DESCRIPTION OF CURRENT READING INTERVENTION <ul style="list-style-type: none"> • 1-2 times per week • Out of classroom • Para-professional leads the group • Structure of program developed with guidance from Reading Recovery Teacher • Focused on phonics, letter/sound activities and read to, with and by using an easy/instructional text. 														
HOW HAS THE READING INTERVENTION SHIFTED THE LEARNING? James has improved in all areas of his reading development. At the beginning of the year he had limited book language, oral language skills, confidence or motivation to read. He is now becoming more confident when reading text at an instructional level although he still does not self correct his mistakes as often as he should. His fluency is improving, especially when reading easy texts. James can answer simple, literal comprehension questions and is beginning to include more detail in his retells of the text. He has a much broader knowledge of letter sound relationships and some high frequency words.														
RECOMMENDATIONS James needs to continue to learn high frequency words through strategies such as look, say, cover, visualize, write and check. He should continue to read easy text and read with a more a fluent reader to improve fluency. He also needs daily 'read alouds'. James needs to learn more strategies to help him solve unknown words and fix up the meaning when it is lost. He should be encouraged through praise and support to continue building his reading mileage.														

STUDENT: Ben	AGE: 6	YEAR LEVEL: One									
NATIONALITY: Australia	GENDER: Male	ATTENDANCE: Excellent									
CURRENT SCHOOL CONTEXT Setting: A semi-rural setting Number of students: 500+ students Classroom: Level 2 class with 12 year 2 students and 10 year 1 students											
PREVIOUS INTERVENTION Classroom program in prep and year one. From October 2009 Ben has accessed Reading Recovery											
CURRENT CLASSROOM PROGRAM The classroom program consists of small group and whole group instruction. The class works with their buddy class, which enables guided reading sessions to be held twice weekly, independent reading, shared reading and read to daily. Write aloud, shared writing, guided writing and share time operate daily. Phonological awareness through Lips (Lindamood), class spelling and handwriting program is also a daily focus.											
STUDENT ASSESSMENT DATA <table border="1"> <thead> <tr> <th></th> <th>February</th> <th>November</th> </tr> </thead> <tbody> <tr> <td>Reading Level</td> <td>Level 5 (instructional)</td> <td>Level 22 (instructional)</td> </tr> <tr> <td>BURT Score</td> <td>Raw Score: 11 Reading age: 5.8</td> <td>Raw Score: 34 Reading age: 6:10</td> </tr> </tbody> </table>				February	November	Reading Level	Level 5 (instructional)	Level 22 (instructional)	BURT Score	Raw Score: 11 Reading age: 5.8	Raw Score: 34 Reading age: 6:10
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Reading Level	Level 5 (instructional)	Level 22 (instructional)									
BURT Score	Raw Score: 11 Reading age: 5.8	Raw Score: 34 Reading age: 6:10									
DESCRIPTION OF CURRENT READING INTERVENTION Learn all letter names and single sounds. Develop an awareness of consonant blends used at beginning and ends of words and be able to read them. Become more consistent at using meaning cue source. Teach explicit strategies- modeled and scaffolded by the teacher in whole group, small group and individually. Develop better checking skills i.e. Cross checking meaning cue source with visual information. Book orientation – new vocabulary taught prior to reading text to prevent spending too much time decoding and to give support and experience success. Provide interesting engaging texts to motivate student – use of Librarian and discussions of books Activation of prior knowledge and making self to text connections – predicting, questioning, picture walks before read aloud and teacher modeling of how to think aloud during shared reading. Encourage sustained silent reading of student-selected texts. Scaffolded retelling- important idea, plot, setting, character analysis, problem/solution Teach Ben to find books that are interesting to him. Home reading to practise his skills and strategies. The books need to be selected so that they are easy enough to achieve success. Provide a list of strategies for parents and have ongoing discussions with Ben's parents. Set reading goals and celebrate successes by reading to someone special i.e. Principal Questioning about the book. Literal and inferential questions											

HOW HAS THE READING INTERVENTION SHIFTED THE LEARNING?

Ben has increased his reading level considerably from individual intervention of Reading Recovery. Ben was on the program for 8 weeks beginning with an Instructional reading level of 11 in October and Burt score of 24 (reading age 6.4).

From the beginning of the year his reading age has improved by 1 year 3 months compared with chronological age of 9 months. He has improved the accuracy, decoding and phrasing and fluency in his reading.

RECOMMENDATIONS(What will you do next)

Class Literacy program with monitoring of Ben's reading progress by the Reading Recovery teacher. He needs further work on decoding and continuing work on reading for meaning.

STUDENT: Chris	AGE: 8	YEAR LEVEL: Two												
NATIONALITY: Australian	GENDER: Male	ATTENDANCE: Excellent												
CURRENT SCHOOL CONTEXT Setting: A semi-rural setting Number of students: 500+ students Classroom: Level 2 class with 12 year 2 students and 10 year 1 students														
PREVIOUS INTERVENTION Individual Extension Program in year prep, one and two in writing and maths. This is a small group of 'like minded' students working together with a teacher. At Chris' school reading is not included in the IEP as it is felt intervention can be catered for in the classroom program.														
CURRENT CLASSROOM PROGRAM Independent daily reading, guided reading weekly and shared and read to daily. Write aloud, shared and guided writing daily. Phonological awareness through Lips(Lindamood) and class spelling program. Handwriting program. Individual extension program in Term 1 and 2 in writing.														
STUDENT ASSESSMENT DATA <table border="1"> <thead> <tr> <th></th> <th>February</th> <th>November</th> </tr> </thead> <tbody> <tr> <td>Reading Level</td> <td>Level 28 (instructional)</td> <td>Level 30+ (instructional)</td> </tr> <tr> <td>BURT Score</td> <td>Raw Score: 45 Reading age: 7.10</td> <td>Raw Score: 82 Reading age: 11.2</td> </tr> <tr> <td>VELS Reading</td> <td>2.0(one year ahead)</td> <td>3.0(one year ahead)</td> </tr> </tbody> </table>				February	November	Reading Level	Level 28 (instructional)	Level 30+ (instructional)	BURT Score	Raw Score: 45 Reading age: 7.10	Raw Score: 82 Reading age: 11.2	VELS Reading	2.0(one year ahead)	3.0(one year ahead)
	February	November												
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BURT Score	Raw Score: 45 Reading age: 7.10	Raw Score: 82 Reading age: 11.2												
VELS Reading	2.0(one year ahead)	3.0(one year ahead)												
DESCRIPTION OF CURRENT READING INTERVENTION <p>Teach Chris how to select reading material he is interested in. Instigate a discussion with Chris about his interest in fiction and/or non fiction material. Provide a book box for Chris consisting of self selected self interest texts from the Library. Chris will read a text and then provide a book report and rating. Monitor the volume of reading Chris does in terms of word count, and number of books read. Reading accurately and fluently without rereading increases the number of words read. Teach higher order strategies – summarizing, analyzing, synthesizing and evaluation Develop thoughtful literacy by thoughtful consideration of discussion of texts not just recitation of what Chris has read by demonstrating what he has understood by:</p> <ol style="list-style-type: none"> 1. Engage the ideas in texts, 2. Challenge the ideas, 3. Reflect on the ideas. <p>Develop effective comprehension strategies by immersing Chris in teacher demonstrations of the thinking. Encourage Chris to formulate his own questions before, during and after reading the text. Increase vocabulary by figuring out the meaning of new words from context clues and by using a dictionary. Use four types of clues:</p> <ol style="list-style-type: none"> 1. Definition clue(where the word has the definition after it) 2. Restatements of information (word then a statement referring to it) 3. Provide a contrast (say one thing then the opposite - He was ... but she was....) 4. Gist clues (use the sense of the passage and prior knowledge) <p>Develop a reading goal with Chris.</p>														

HOW HAS THE READING INTERVENTION SHIFTED THE LEARNING?

In VELs Reading Chris has value added 1.0. This is a 2 year growth in one year of instruction.

Chris' reading age has increased by 3 years 4 months in his BURT Test.

RECOMMENDATIONS(What will you do next)

Regular reading conferences with Chris.

Develop a reading journal.

Provide challenging, engaging texts for Chris.

Continue regular 'appointments' with the Librarian for awareness of updated reading material and updated interests Chris may have developed.

Continue to provide 'thoughtful literacy' and teaching of higher level comprehension skills through explicit teaching with like-minded groups and through conferences.

STUDENT: Jake	AGE: 9	YEAR LEVEL: Three															
NATIONALITY: Australian	GENDER: Male	ATTENDANCE: Excellent															
CURRENT SCHOOL CONTEXT Setting: Large rural school. Reading Recovery, literacy/numeracy intervention and a gifted program operate throughout the year Number of students: 500+ Classroom: Level 3																	
PREVIOUS INTERVENTION After school tutor since the beginning of the year 2009, unsuccessful and has just stopped due to a lack of interest and commitment from Jake																	
CURRENT CLASSROOM PROGRAM The Literacy program incorporates read aloud, shared reading, guided reading, share/reflection, write aloud, shared writing, guided writing, share/reflection. Instructional reading program includes phonemic awareness, phonics, fluency, vocabulary and comprehension. This program focuses on explicit teaching of 'fix-up' strategies for sustaining meaning during reading, and comprehension strategies for expanding meaning. Gradual release of responsibility is used as teaching model. Teacher works with individual and small groups with guided reading as core instructional procedure. Separate reading intervention for 30 minutes 1 – 3 times per week with 1 – 3 students in group. Intervention plan according to R. Allington – 5 minutes teaching comprehension/20 minutes reading high success texts/5 minutes word teaching. There is monitoring of individual reading.																	
STUDENT ASSESSMENT DATA <table border="1"> <thead> <tr> <th></th> <th>May</th> <th>November</th> </tr> </thead> <tbody> <tr> <td>Reading OnDemand</td> <td>1.6</td> <td></td> </tr> <tr> <td>Schoenell Spelling</td> <td>Raw score: 16 Age: 6.7</td> <td>Raw score:19 Age:6.11</td> </tr> <tr> <td>Burt</td> <td>Raw Score:36</td> <td>Raw Score:45</td> </tr> <tr> <td>CARS</td> <td>2.0</td> <td>2.0</td> </tr> </tbody> </table>				May	November	Reading OnDemand	1.6		Schoenell Spelling	Raw score: 16 Age: 6.7	Raw score:19 Age:6.11	Burt	Raw Score:36	Raw Score:45	CARS	2.0	2.0
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DESCRIPTION OF CURRENT READING INTERVENTION Learn all consonant blends used at beginning and ends of words Become more consistent at using meaning cue source Teach explicit strategies- modeled and scaffolded by teacher in whole group, small group and individually. Develop better checking skills i.e. Cross checking meaning cue source with visual information Book orientation – new vocabulary taught prior to reading text to prevent spending too much time decoding and gives support and success Provide interesting engaging texts to motivate Jake – use of librarian and discussions, adding to own book box. This book box will have four new books at a time with the expectation he read each book at three different times of the day before changing over. Self-selected texts. Choice is not free choice – 'one finger rule' –if one word on a page is too difficult to pronounce, the book is too hard.																	

DESCRIPTION OF CURRENT READING INTERVENTION (continued)

Book conference once a week.

Activation of prior knowledge and making self to text connections – predicting, questioning, picture walks before read aloud and teacher modeling of how to think aloud during shared reading

Encourage sustained silent reading of student-selected texts.

Scaffolded retelling- important idea, plot, setting, character analysis, problem/solution

Teach Jake to find books that are interesting to him. Establish an ongoing book box of familiar texts.

Home reading to practise Jakes newly gained skills and strategies. The books need to be selected so that they are easy enough to achieve success

Provide a list of strategies for parents.

Set reading goals and celebrate successes by reading to someone special ie Principal.

Open questioning.

An interview with Jake's mum about current expectations.

Home reading to practise his newly gained skills and strategies. The books need to be selected so that they are easy enough to achieve success.

Provide a list of strategies for parents.

Set reading goals and celebrate successes by reading to someone special i.e.

Principal.

Open questioning.

An interview with Jake's mum about current expectations.

HOW HAS THE READING INTERVENTION SHIFTED THE LEARNING?

Jake's word recognition has improved, but overall his comprehension as shown in his CARS and ON Demand data hasn't really shifted. However, Jake's attitude and interest when selecting books has definitely improved. His mother has also indicated that he reads more willingly at home.

During Independent Reading, Jake tends to read for longer periods, indicating a higher interest in the books he is selecting.

This is a shift in the right direction for ongoing learning to occur.

RECOMMENDATIONS (What will you do next)

Separate reading intervention for 30 minutes 1 – 3 times per wk with 1 – 3 students in group.

Intervention plan according to Allington – 5 minutes teaching comprehension

20 minutes reading high success texts

5 minutes word teaching.

There is monitoring of individual reading, including fluency rating.

Book conferencing at least once a week.

Establishing a book journal.

Provide interesting engaging texts to motivate Jake – use of librarian and discussions, adding to own book box. This book box will have two new books at a time with the expectation he read each book at 3 different times of the day for a week, before changing over.

Self-selected texts. Choice is not free choice – 'one finger rule' –if one word on a page is too difficult to pronounce, book is too hard.

Running Records to determine teaching focus by analyzing errors made.

STUDENT: Tom	AGE: 10.10	YEAR LEVEL: Four									
NATIONALITY: Australian	GENDER: Male	ATTENDANCE: Excellent									
CURRENT SCHOOL CONTEXT Setting: P-6 school in a semi rural setting with many children travelling by bus to school. The schools priorities reflect a very strong literacy focus. Number of students: 163 Classroom: Level 3											
PREVIOUS INTERVENTION There have been no previous interventions.											
CURRENT CLASSROOM PROGRAM Balanced literacy program incorporates read aloud, shared reading, guided reading, share/reflection, write aloud, shared writing, guided writing, share/reflection. Instructional reading program includes phonemic awareness, phonics, fluency, vocabulary and comprehension. This program focuses on explicit teaching of 'fix-up ' strategies for sustaining meaning during reading, and comprehension strategies for expanding meaning. Gradual release of responsibility is used as teaching model. Self management system adopted whereby children select from a menu of core literacy procedures e.g. read to self, read to a partner, reading response activities, working with words. Teacher works with individual and small groups with guided reading as core instructional procedure.											
STUDENT ASSESSMENT DATA <table border="1"> <thead> <tr> <th></th> <th>February</th> <th>November</th> </tr> </thead> <tbody> <tr> <td>OnDemand Reading</td> <td>3.7</td> <td>4.7</td> </tr> <tr> <td>Torch</td> <td>100th percentile</td> <td>100th percentile</td> </tr> </tbody> </table>				February	November	OnDemand Reading	3.7	4.7	Torch	100 th percentile	100 th percentile
	February	November									
OnDemand Reading	3.7	4.7									
Torch	100 th percentile	100 th percentile									
DESCRIPTION OF CURRENT INTERVENTION 1Tom received specific guidance in using criteria to select ' just right books ' – high interest, appropriate level of difficulty, appropriate vocabulary, consideration of different genres. Rubric for personal self assessment of level of absorption in reading.(February) 2 Individual Learning Plan in consultation with Tom, parent and teacher with goal of motivating reading at home and at school, developing interest in new authors and promoting book discussion. (February) 3 Premiers Reading Challenge – Tom enrolled through the school with the aim of tracking what he is actually reading. (Feb/March) 4 Use of a Readers Notebook to keep a genre tally and a list of personal interests, favourite authors and reading response activities. (February) 5 Book Talks – Tom was encouraged to prepare book talks for the class about books read which he enjoyed and would recommend. 6 Author Studies. In Term 4, Tom participated in small group author studies of self selected authors. Tom read several books by the author, researched background and history, and worked on a research project which he presented to the class.											

DESCRIPTION OF READING INTERVENTION(CONTINUED)

7 Literature Circles. In Term 4, Tom participated in small group literature circles. Within this format, he adopted specific roles as a 'travel chaser'. 'vocabulary enricher', 'discussion director'.

8 Across the curriculum, Tom participated in reading and researching for independent projects. He researched a country using written and technological texts for an information report. He developed a character profile for a character who had emigrated to Australia. (Terms 2 – 4)

9 Tom entered **state and national writing** competitions entering books that he authored (June and August)

HOW HAS THE READING INTERVENTION SHIFTED THE LEARNING?

Tom articulates comprehension strategies used, forms his opinions about texts and backs up with evidence and argument. He can articulate and carry out roles in reading circles e.g. travel chaser – describing settings. He can access and use appropriate internet sites. He self- extends, following up independently on new directions in reading, planned in concert with a teacher. He uses reading across the curriculum for a range of purposes.

RECOMMENDATIONS(What will you do next)

Tom will develop new reading goals in a reading conference with his teacher, eg collecting and reviewing books by favourite authors; extending reading to include new genres, eg historical fiction; continue to read across the curriculum – mathematical problems, science projects, personal research; extend involvement in small group reading such as reading circles with rotation of roles – discussion director; use reading for specific purposes eg identifying new vocabulary and using context to discover meaning; use reading of mentor texts to influence writing in new styles and content areas; keep a record of books read/genres, topics, authors; promote high level of enjoyment and interest in reading.

STUDENT: Lindy	AGE: 10.11	YEAR LEVEL: Four									
NATIONALITY: Australian	GENDER: Female	ATTENDANCE: Excellent									
CURRENT SCHOOL CONTEXT Setting: P-6 school in a semi rural setting with many children travelling by bus to school. The schools priorities reflect a very strong literacy focus. Number of students: 163 Classroom: Level 3											
PREVIOUS INTERVENTION Repeated Year 2 <u>Grade 3</u> Individual Reading Plan Daily reading intervention with teacher aide and tracking of home reading											
CURRENT CLASSROOM PROGRAM Balanced literacy program incorporates read aloud, shared reading, guided reading, share/reflection, write aloud, shared writing, guided writing, share/reflection. Instructional reading program includes phonemic awareness, phonics, fluency, vocabulary and comprehension. This program focuses on explicit teaching of 'fix-up ' strategies for sustaining meaning during reading, and comprehension strategies for expanding meaning. Gradual release of responsibility is used as teaching model. Self-management system adopted whereby children select from a menu of core literacy procedures e.g. read to self, read to a partner, reading response activities, working with words. Teacher works with individual and small groups with guided reading as core instructional procedure.											
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	February	November									
OnDemand Reading	1.7	1.7									
Torch	45 th percentile	55 th percentile									
DESCRIPTION OF CURRENT INTERVENTION Stage 1 1 Placement at appropriate level – Lindy received specific guidance in using criteria to select 'just right books' – high interest, appropriate level of difficulty measured by 5 finger test, appropriate vocabulary, consideration of different genres. (February) 2 Individual Learning Plan in consultation with Lindy 3 Term 2/3 'Reading Challenge' . This 10 week program was aimed at increasing reading volume for children at risk and to encourage a reading habit at home. Lindy was issued with an attractive, 'Reading Challenge' sheet to record books read at home. She was asked to take home books well below her reading level of RR Level 19. Small rewards were given at the completion of a record sheet. Each morning, Lindy met with a para professional who tracked her progress, helped with book selection, recorded books read and read short passages together. At the completion of the term, a celebration was held with a small presentation for participation in the challenge. 4 In Term 3 and 4, Literacy Lift Off – Lindy participated in 4 – 5 small group sessions each week as part of the class program This high support program focuses on text orientation, , vocabulary, fluency, grammar, comprehension and links to writing. Please note: According to OnDemand assessment in July, Lindy had made no progress and recorded exactly the same score of 1.7, now almost 2 years below expected level. The gap was widening. A quick assessment procedure was employed using 4 texts with Lindy reading 4 texts for 1 minute each, assessing reading accuracy, fluency and speed. According to this assessment, Lindy was reading at a Grade 2 level. Her reading was choppy, rarely getting past 2 word phrasing. She was reading texts at about 96% accuracy.											

DESCRIPTION OF READING INTERVENTION Stage 2

1 Reassessment of reading texts We reviewed the texts that Lindy was reading to ensure that they were at 99% accuracy level. We also read Allington's research on fluency and 'learned helplessness' – a situation whereby a reader has learned to wait for prompts and has developed a habit of not self-monitoring, depending on an adult to supply correct prompts.

2 Holiday Reading Over the term holidays, Lindy was asked to take home 4 short novels 'just right' for her. The class teacher met with the parent to enlist support with this.

3 One-to-one additional reading assistance. We employed an expert teacher to work with Lindy for 30 minutes each day, four days a week, in time additional to the Literacy Block. The teacher is a retired Reading Recovery teacher who confirmed our view of Lindy's dependence on an adult reader and the effect on her fluency. The teacher worked with Lindy with specific practice of strategies to improve fluency – timing readings of a short, familiar text; 'I read. You read'; choral reading; recording and listening to reading. This ran for 10 weeks.

4 Specific strategies used by all adults working with Lindy

The Preview/Pause/Prompt/Praise Procedure was introduced with the ability to take control through tapping when ready to read independently. The emphasis was on reading with phrasing and expression, repeated reading and timing readings

HOW HAS THE READING INTERVENTION SHIFTED THE LEARNING?

In June, there was no indication of progress according to OnDemand test. Lindy had the same score of 1.7 (expected now 2.75) In November, Lindy scored 1.7 on online testing – the exact same score as in February. Lindy was improving in fluency. She was decoding more on the run and developing confidence in choosing 'just right' books. She self-monitored and her reading volume showed dramatic improvement

RECOMMENDATIONS(What will you do next)

Lindy needs to continue with ongoing 1 to 1 daily intervention, additional to classroom literacy program. Allington notes that a small number of students need this intervention to continue over long duration before progress is evident and that 'some students will only achieve higher standards with long-term literacy support.' Lindy needs long term intensive, daily expert reading intervention. Lindy will be encouraged to participate in the Library Holiday Reading program to minimize Summer Reading loss.

STUDENT: Daniel	AGE: 12	YEAR LEVEL: Six												
NATIONALITY: Australian	GENDER: Male	ATTENDANCE: Excellent												
CURRENT SCHOOL CONTEXT Setting: P-6 school in a semi rural setting with many children travelling by bus to school. The schools priorities reflect a very strong literacy focus. Number of students: 163 Classroom: Level 4														
PREVIOUS INTERVENTION Reading Recovery in 2005 Psychological Assessment in 2005														
CURRENT CLASSROOM PROGRAM The classroom program has a strong focus on teaching explicitly the skills of reading. An independent format is employed where Daniel receives Guided Reading twice a week with a non-negotiable follow up activity reinforcing the skill learnt. He constructs a plan from a menu of reading activities displayed in the class for the week which includes 2 guided reading activities and a follow up activity. He and all other students are required to write a reflection on how he used the focus reading skill at the end of each reading session. Daniel regularly used the computer to read online texts, the newspaper, magazines on bikes as well as targeted texts. A reading conference is completed with Daniel at least twice a term.														
STUDENT ASSESSMENT DATA <table border="1"> <tr> <th></th> <th>February</th> <th>November</th> </tr> <tr> <td>OnDemand Reading</td> <td>n/a</td> <td>3.4</td> </tr> <tr> <td>Torch</td> <td>Raw score: 4</td> <td>Raw score: 17</td> </tr> <tr> <td>NAPLAN READING BAND</td> <td colspan="2">Low band 5</td> </tr> </table>				February	November	OnDemand Reading	n/a	3.4	Torch	Raw score: 4	Raw score: 17	NAPLAN READING BAND	Low band 5	
	February	November												
OnDemand Reading	n/a	3.4												
Torch	Raw score: 4	Raw score: 17												
NAPLAN READING BAND	Low band 5													
DESCRIPTION OF CURRENT READING INTERVENTION At the beginning of term 4, the school employed an expert teacher who is trained in Reading Recovery, to work with 5 students in the Middle Years. The program was based on the intervention program 'Making a difference'. Daniel is withdrawn 4 days a week for 30-40 minute sessions. The students are withdrawn out of the literacy block, effectively receiving 12 hours of literacy instruction a week.														
HOW HAS THE READING INTERVENTION SHIFTED THE LEARNING? Daniel is now able to articulate the strategies he is using or needs to use especially the fix up comprehension strategies. He is increasingly motivated and utilizes the reading sessions well, staying on task and sticking to his plan. He is reading with increased fluency, using punctuation and choosing text that best suits his ability. He is more focused during guided reading sessions, asking questions about the text and using his fix up strategies when the word is incorrect.														
RECOMMENDATIONS(What will you do next) Daniel will need continued support for his reading. This will be done with a minimum of 3 guided reading sessions next year per week. He will be required to continue nightly reading at home for a minimum of 30mins, regular reading over the holidays and extra support next year if it is available.														

STUDENT: Brett	AGE: 14	YEAR LEVEL: Eight						
NATIONALITY: Australian	GENDER: Male	ATTENDANCE: Excellent						
CURRENT SCHOOL CONTEXT Setting: P-12 school setting Number of students: 300+ Class: English Level 5								
PREVIOUS INTERVENTION Brett has participated in regular literacy activities in the classroom at Year 7 level. Unsure of Primary School interventions.								
CURRENT CLASSROOM PROGRAM English class three times a week (100 minute sessions) Lexile reading program Independent reading for 20 minutes each session Small group reading activities with students who read at a similar level								
STUDENT ASSESSMENT DATA <table border="1"> <thead> <tr> <th></th> <th>February</th> <th>October</th> </tr> </thead> <tbody> <tr> <td>On Demand Reading</td> <td>3.4</td> <td>4.1</td> </tr> </tbody> </table>				February	October	On Demand Reading	3.4	4.1
	February	October						
On Demand Reading	3.4	4.1						
DESCRIPTION OF CURRENT READING INTERVENTION (WHO, WHEN, WHERE, HOW) The teacher focused on explicitly teaching of comprehension skills (such as Visualisation, Prediction, Making Inference, Asking Questions, Determining Important Information) with opportunities to practise skills in a range of contexts, and the planning of thoughtful classroom discussions around these skills. Brett worked in guided reading/reciprocal teaching groups and in scaffolded problem solving sessions working out word meanings in context. The teacher assisted Brett in developing a language for justifying opinions and using inference in texts particularly through the use of the 3 level guide. In term 3 Brett worked for one session with a Literacy Support Teacher in a group of 3.								
HOW HAS THE READING INTERVENTION SHIFTED THE LEARNING? October On Demand Reading Test shows improvement in Brett's reading. Ongoing anecdotal notes and work samples also show growth in Brett's literacy. Brett reads more fluently with greater intonation and expression now. He is more aware of the need to accurately comprehend when reading. Brett now draws on some key comprehension strategies e.g. he is now able to make predictions before, during and after reading. He asks questions when he reads text and he uses tools such as graphic organizers. He accesses references such as dictionaries.								
RECOMMENDATIONS (What will you do next) Brett needs ongoing focused teaching and teacher time. He needs to establish, integrate and consolidate introduced skills and strategies with one to one and small group teaching and the opportunity to practise skills in a range of learning contexts.								

STUDENT: Sam	AGE: 15	YEAR LEVEL: Nine									
NATIONALITY: Australian	GENDER: Male	ATTENDANCE: Excellent									
CURRENT SCHOOL CONTEXT Setting: 7-12 Secondary School Number of students: 980 Classroom: Health Level 6											
PREVIOUS INTERVENTION Literacy support by a trained teacher for 4 periods a week in Year 7. Literacy support by a teacher aide 8 periods a week Homework help with a teacher aide for 1 period a week in Year 8. Even Start tuition during 2008.											
CURRENT CLASSROOM PROGRAM Aide time: In Health Education an Aide is present for four out of the five periods each week. This aide was attached to this class to support a number of students who are low in literacy. This assistance is a part of the 8 periods support he receives in Year 9.											
STUDENT ASSESSMENT DATA <table border="1" style="width: 100%;"> <tr> <th></th> <th>February</th> <th>November</th> </tr> <tr> <td>On Demand Reading</td> <td>2.4</td> <td>3.4</td> </tr> <tr> <td>NAPLAN (MAY)</td> <td colspan="2"> Reading: 3.9 Writing: 3.0 Spelling: 3.0 Grammar & Punctuation: 3.0 </td> </tr> </table>				February	November	On Demand Reading	2.4	3.4	NAPLAN (MAY)	Reading: 3.9 Writing: 3.0 Spelling: 3.0 Grammar & Punctuation: 3.0	
	February	November									
On Demand Reading	2.4	3.4									
NAPLAN (MAY)	Reading: 3.9 Writing: 3.0 Spelling: 3.0 Grammar & Punctuation: 3.0										
DESCRIPTION OF CURRENT READING INTERVENTION In Health class, the teacher had a discussion with Sam at the beginning of term and together set goals for literacy in this class:- <ul style="list-style-type: none"> • To improve and develop his handwriting skills so that his work could be read by the teacher and himself. The teacher reduced the quantity of notes that Sam has to write, e.g. Sam to write the first paragraph and the remainder is printed and pasted in; • Many fill in the blank note sheets; • Assistance reading questions by teacher and aide; • Class reflection and marking of question sheets; • Opportunities for students and teacher to read parts of text aloud in class; • Contributions orally to class discussions (which he regularly takes up, never passing); Assessments completed with two coloured pens – the first colour highlights what he knows and can do without his workbook, all from memory. The second colour he uses his book to check things he didn't know. He has become less reliant on the workbook and majority of assessments completed in first colour demonstrating improving understanding and comprehension later in the term.											

HOW HAS THE READING INTERVENTION SHIFTED THE LEARNING?

- Significant improvement in the neatness and legibility of his handwriting has been noted over a term.
- Sam's confidence in his own ability has grown with the simple changes offered to him.
- His involvement in the Choices program allowed him time at school that he looked forward to and achieved success. His confidence in communication was highlighted in the presentation to parents at the end of the program when he spoke to the group. This weekly program then impacted positively on the rest of his week.
- Movement in Ondemand scores from early in the year, maintained approximate standard from September to December.

RECOMMENDATIONS(What will you do next)

- Share the strategies that worked for Sam with his teachers for 2010.
- Maintain links with Choices program if possible.
- Maintain regular contact with his parents to support his improvement.
- Present to staff in Core Business meetings the simple strategies that can be used to provide some differentiated support.

STUDENT: Grace	AGE: 15	YEAR LEVEL: Ten									
NATIONALITY: Australian	GENDER: Female	ATTENDANCE: Excellent									
CURRENT SCHOOL CONTEXT Setting: P-12 school setting Number of students: 1500+ Class: English Level 6											
PREVIOUS INTERVENTION No previous extension work Fast-tracking two VCE subjects which gives her an opportunity to know the VCE system.											
CURRENT CLASSROOM PROGRAM Standard Year 10 English class. Areas of learning include: Language analysis, response to texts (Lord of the Flies, most recently studied), oral language, assessed through formal presentation, and a range of writing tasks in different genres.											
STUDENT ASSESSMENT DATA <table border="1"> <thead> <tr> <th></th> <th>February</th> <th>October</th> </tr> </thead> <tbody> <tr> <td>On Demand Reading</td> <td>5.9 (highest possible score)</td> <td>5.9 (highest possible score)</td> </tr> <tr> <td>NAPLAN (May 2008)</td> <td colspan="2"> Reading 5.1 Writing 5.3 Spelling 5.9 Grammar & Punctuation 5.8 </td> </tr> </tbody> </table>				February	October	On Demand Reading	5.9 (highest possible score)	5.9 (highest possible score)	NAPLAN (May 2008)	Reading 5.1 Writing 5.3 Spelling 5.9 Grammar & Punctuation 5.8	
	February	October									
On Demand Reading	5.9 (highest possible score)	5.9 (highest possible score)									
NAPLAN (May 2008)	Reading 5.1 Writing 5.3 Spelling 5.9 Grammar & Punctuation 5.8										
DESCRIPTION OF CURRENT READING INTERVENTION(WHO, WHEN, WHERE, HOW) At the moment Grace and her sister, along with another student are involved in an extension program running outside their classroom. They are independently reading a selected text and involved in discussion circles of their reading, with the support of another English teacher. Rather than attend their timetabled TLC class (Thinking and Living Class) they work in a study group in the library.											
HOW HAS THE READING INTERVENTION SHIFTED THE LEARNING? Although there has been no formal quantitative measure to indicate a shift in learning (On-demand not able to indicate progression), there is evidence in Grace's reading of growth. This has been evident in a move away from narrative as the predominant reading choice and there has been greater reading of non-fiction. In recent weeks she has focused on language analysis and been able to identify a number of features in media texts. The skills demonstrated have included recognition of bias, an ability to identify literal meaning as well as inferred meaning. She can identify multiple perspectives of texts. She has clearly recognized audience, inferring by whom and for whom texts were written. She has also begun to recognize symbolism in media texts as well as in narrative. She has also compared texts, evaluating ideas. Grace has been placed on reading progression point 6.75 at the end of year 10.											

RECOMMENDATIONS (WHAT WILL YOU DO NEXT?)

Grace will go into VCE classes next year, although she has already had the experience of undertaking VCE subjects and has built an understanding of the system. It will be interesting to see how the VCE system caters for 'reading' extension, alongside the accountability of assessment.

Another factor that improved learning was the small group opportunity to discuss. Teacher anecdotal feedback suggests that it was the small group discussion amongst peers that shifted the learning, more than the actual teacher input.

What assessment measures can be used to determine a shift in learning? On Demand is not able to indicate improvement beyond top level. Anecdotal assessment only of the shift in learning. Needed to rely on teacher assessment in English.

One of the biggest issues is that students are currently only 'taught' reading in English classes. A future recommendation would be to increase the responsibility for 'reading literacy' across a range of student subjects.

PART C: FINDINGS AND RECOMMENDATIONS



SUMMARY OF FINDINGS FROM CASE STUDIES

	VELS Level	Instructional Grouping		Withdrawn from classroom	Intervention lead by		Frequency		Additional to literacy/English time	Shift in learning
		Small Group	Individual		Teacher	Para Professional	1-2 per week	3-5 per week		
James	1	X		X		X	X			X
Ben	2	X	X	X	X			X	X	X
Chris	2	X			X		X			X
Jake	3	X			X		X		X	X
Tom	3	X	X		X			X		X
Lindy	3	X	X	X	X		X		X	
Daniel	4	X		X	X			X	X	X
Brett	5	X		X	X		X			X
Sam	6	X			X			X	X	X
Grace	6	X			X		X		X	X

RECOMMENDATIONS FOR IMPLEMENTING READING INTERVENTION

Differential Instruction

In all case studies, students received reading instruction in response to identified individual need. Richard Allington states that all students 'do not need the same sort and type of instruction.' He suggests that 'struggling readers need more teacher time, more intensive reading lessons targeted to their specific instructional needs.' He notes that advanced readers(as stated in four tier model) benefit from large blocks of independent reading time and student directed work. Research indicates that allocation of more teacher time to struggling readers has 'no negative impact' on the outcomes of advanced readers.

We recommend that intervention programs are planned and implemented in response to different student needs, and that expert, explicit instruction is provided according to the 4 tier model.

Instructional Groupings

In all case studies involving struggling students, these students were grouped individually or in small groups. Richard Allington suggests that **one-to-one** tutoring provides the most intensive and effective instruction to accelerate reading outcomes for these students. **Small group** is the next most effective. Small groups should consist of no more than 3 students. Advanced students may be involved in a number of different sized groupings.

We recommend that small group reading intervention lessons are scheduled such that the amount of reading instruction and the volume of reading practice are extended for intensive readers.

Withdrawal from the classroom

Some students from the case studies were withdrawn from the classroom for reading intervention. Research from Archambault(1989) suggests that based on what we know, it is safe to conclude that setting is not directly responsible for student outcomes and the issue is of effective practices within settings and not the setting itself. However based on our case studies, no recommendations can be made.

The delivery of intervention

Our case studies revealed that classroom teachers implemented most of the reading intervention, however paraprofessionals and specialist teachers were also used.

Nye, Konstantopolous and Hedges (2004) examined the effects teachers had on students reading achievements in a large randomized field trial design. They found that the impact of the teacher was the single most powerful variable in explaining student reading achievements.

Richard Allington supports this and concludes that expert teachers produce better results. Expert teachers;

- Match students to text
- Give book introductions
- Adapt lessons to suit the student
- Improve student engagement and reading volume
- Provide opportunities for student to self select texts

Allington notes that increasing time spent reading as critical to accelerating reading outcomes for all students. He recommends a dramatic increase in reading volume in instructional time as critical to improving reading growth.

Frequency

The case studies revealed that the amount of time students were involved in reading intervention differed from one per week to five times per week.

Some of the students in the case studies were withdrawn from the classroom in a time other than their normal Literacy/English instruction.

In 2001 Torgeson and his colleagues **added**(outside of literacy) two daily 50 minute periods of very small instruction for struggling readers in grades 2 through 4 and found that the reading skill gap was basically closed in an eight week intervention period.

Richard Allington suggests that a daily 30 minute expert tutorial or very small group lesson should become the basic time allocation model for any intervention intended to close the reading gap for intensive readers. He points out that some intensive students will need ongoing intervention over long duration before growth is evident. These students need not only to catch up with peers but also need to double or triple their rate of growth to maintain their level of growth.

Richard Allington makes the point that advanced readers need high quality targeted instruction, not more time as has been the traditional view for gifted students. He finds that differential time according to the degree of struggle is what is important.

RECOMMENDATION FOR FUTURE ACTION RESEARCH

There have been many limitations to the scope of our action research project. These include the limited time frame to collate data, the small number of schools involved and the lack of knowledge and research around reading intervention.

One of the factors that also hindered our research was the access to reading intervention programs across the network, in particular in prep, grade 5-6 classrooms and secondary settings. Many schools have commented that they do not have appropriate funding, teacher resources and time allocation to implement successful reading intervention.

It is our recommendation that this research project continues in 2010. Some ideas for future research may include;

- The identification of the amount of reading volume completed by students in reading intervention programs
- Increasing the number of schools involved
- Comparing the shift in student learning in common reading intervention programs e.g. Making a Difference
- Gathering evidence of work samples and instructional practice
- Opportunities to share the research in a greater capacity
- Link in with state research in intervention (planned for 2010)
- Identification of common data collections tools to be used in case studies
- Identification of data tools for students operating above VELs 5.9

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This report was developed in December 2009 by Denise Altmann, Pauline Cleary, Lyn Eeles, Kylie Lipscombe, Pat Schram, Heather West and Deborah Wilkinson for the Loddon Mallee Campase Network